



- **Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.**

**A**DEQUATE FUNDING, RESOURCES, AND TIME must be committed to infuse service-learning fully in schools and communities. To ensure that service is tightly linked to curriculum and that partnerships grow and remain strong, permanent funding must be found.

### **Identify Funding Sources**

Funds must be identified for planning and implementing service-learning. Often districts and community agencies find “seed” money from foundations or specially funded initiatives to introduce new strategies or programs. This money, however, is limited in amount, duration, and availability. It is usually targeted to specific needs and

supplements the more constant funding that school districts or agencies have.

It is imperative that the local advisory committee, the school district, and the partners develop a strategic, well-planned, multidimensional approach to funding service-learning for both “start-up” and ongoing implementation. A school district committed to using service-learning must budget for the associated costs. Likewise, when a community or government agency, business, or individual collaborates with a school on service-learning activities, it too must allocate funds to uphold the commitment.

A school district may have a “line item” for service-learning or may fund service-learning

through the budgets of the subjects that incorporate it. Funding authorized by state and federal legislation, such as the Improving America's Schools Act, can be used to incorporate service-learning, thereby enhancing programs already in place. State average daily attendance (ADA) may also be allocated to support service-learning. The *Service Learning Planning and Resource Guide*, developed by the Council of Chief State School Officers, describes over 130 programs in 15 federal agencies that provide both financial and nonfinancial assistance for initiatives that focus on service-learning, youth development, community service, training, and education programs.

Community agencies prioritize their spending; and when service-learning is identified as a viable investment, dollars can be committed to the partnership. Local or regional foundations will often support efforts that improve their community.

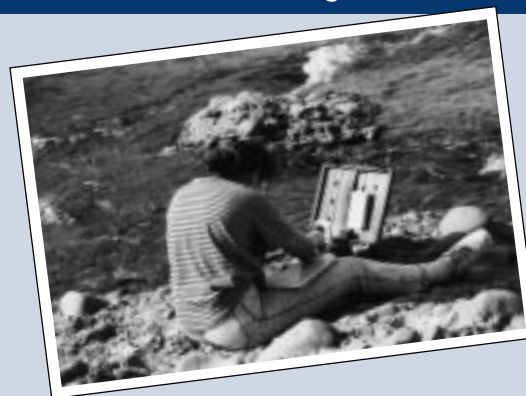
The local advisory committee should conduct research to secure funds for:

- **Staff** to administer service-learning at schools and in the community. These staff members would become the contact for community partners and help teachers and community partners who are implementing service projects. The staff may be credentialed educators who know the community or professionals from the community who understand how schools operate. Support staff must also be available to coordinate service-learning as part of their existing job.
- **Professional development** to train people in the school community, but particularly to train teachers who will use the strategy to teach the curriculum and community partners who will work with students on service projects. Once these people are comfortable with service-learning, they must continue to hone their skills through ongoing exposure to others who are using service-learning. Teachers and partners must also be trained in assessing student learning

through service, and the school community needs to be trained to evaluate the success of projects.

- **Transportation** to take students to service activities and **supplies** to implement service activities.

## Culver City KIDS CARE Service-Learning Initiative



KIDS CARE in the Culver City Unified School District involves students in service-learning activities, including restoring the Ballona Wetlands, raising trout for release in Piru Creek, and organizing a schoolwide collection of items needed by homeless people. The district supports its service-learning initiative with money, time, and resources. Funds are allocated from its Mentor Program, the SB 1882 Professional Development fund, and the Goals 2000 budget for staff development. The district commits a small percentage of the time of its assistant superintendent of educational services, eight principals, and eight secretaries to support service-learning, and it also provides bus transportation to activities.

In addition, the district's partners—Los Angeles County Office of Education, Friends of Ballona Wetlands, National Audubon Society, Wilderness Fly Fishers of Santa Monica, and People Assisting the Homeless—commit the time of their personnel and provide such resources as instructional materials and supplies.

Culver City KIDS CARE  
Budget Narrative, 1998-99 CalServe Grant Application

## Identify Existing Resources

In addition to budgeting funds, schools and their partners must identify existing resources, such as professional expertise; donated office space, transportation, and supplies; or assistance from volunteers. County offices of education, professional associations, and universities and colleges can also provide expertise.

## Spend Time Fully Infusing Service-Learning

Teachers, administrators, partners, students, parents, and the community all need time to understand service-learning. Time must be allocated to research topics, identify service activities that are linked to the subjects being taught in school, and meet with partners to design a meaningful service. Flexibility in scheduling must be considered because powerful learning through service may not always happen during a 50-minute class period.

There must be time to build relationships between schools and agencies. Teachers must learn what does and does not work in the classroom. They must have opportunities to discuss their successes and failures with colleagues. Essential partners must have time to learn about the curriculum linkages so that they can identify community needs that will enhance the subjects.

Time must be also allocated to evaluate how well the service activity is linked to the curriculum and whether the service activity is meaningful. This evaluation process must include students, parents, and community members as well as educators and partners.

The teacher and collaborative partners will determine whether service projects are a one-time activity or ongoing over several weeks or months. Time spent with the teacher on actual service activities is instructional time because students use

the knowledge that they learned in class and apply it to the service activity.

## Examine the Cost Benefits for Dollars Invested

It is difficult to compare service-learning's costs and benefits. Most community partners hesitate to make estimates because usually students perform services that have not been previously provided. Research shows that the community partners did not budget for the services and that they would not have been able to afford the services if the students had not provided them (Weiler and others 1998, 108).

How service-learning can enhance an entire community's health and welfare must be explained clearly to local civic and business leaders. When service-learning becomes part of the community conversation, new alliances may develop among all sectors—private, public, and nonprofit—creating new avenues for sharing resources and building new relationships across sectors.

## Further Reading Related to This Recommendation

Council of Chief State School Officers. 1994. *The Service-Learning Planning and Resource Guide*. Washington, D.C.: Council of Chief State School Officers.

General Services Administration. 1998. *Catalog of Federal Domestic Assistance*. Washington, D.C.: General Services Administration.

Kane, C. M. 1994. *Prisoners of Time: Research, What We Know and What We Need to Know*. Washington, D.C.: National Education Commission on Time and Learning.

Pitofsky, J., and J. Willie. 1996. *Service-Learning and Business/Education Partnerships: A Guide for Service-Learning Coordinators* (Revised edition). Alexandria, Va.: National Association of Partners in Education, Inc.

*Prisoners of Time, Report of the National Education Commission on Time and Learning*. 1994. Washington, D.C.: National Education Commission on Time and Learning.

Wade, R. C. 1997. *Community Service-Learning: A Guide to Including Service in the Public School Curriculum*. Albany: State University of New York Press.

Weiler, D., and others. 1998. *An Evaluation of Service-Learning in California, Phase II Final Report*. Emeryville, Calif.: Research Policy Practice International.